DOCUMENT RESUME

ED 398 999 PS 024 163

AUTHOR Jacobson, Arminta, Ed.; And Others
TITLE Annual Conference on Parent Education Proceedings (4th, Denton, Texas, February 9-10, 1996).
INSTITUTION North Texas Univ., Denton. Center for Parent Education.
PUB DATE Feb 96
NOTE 41p.
AVAILABLE FROM Center for Parent Education, College of Education, University of North Texas, P.O. Box 13857, Denton, TX 76203 ($16).
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents; *Child Rearing; Children; Disabilities; Family Environment; Fathers; One Parent Family; Parent Child Relationship; *Parent Education; *Parenting Skills; *Parent Participation; Parent Role; Parent Student Relationship; Parent Workshops

ABSTRACT

The goals of the 2-day interdisciplinary conference covered in these proceedings were to: (1) present a spectrum of program models, curriculum, and knowledge related to parent education, parent involvement, and parenting; (2) provide in-depth training in parent education; and (3) promote interaction and exchange of ideas. Included in the proceedings are abstracts from the keynote address "Raising Children in a Socially Toxic Environment" and a special session "Understanding Parenting: Adlerian v. Systems Theory." The remainder of the document contains abstracts or summaries of 20 interest sessions, 12 research forums, and 11 workshops. Topics covered include: (1) parent educator collaboration; (2) foster children; (3) child rearing practices; (4) couples intervention; (5) promoting academic achievement; (6) guiding children's television viewing; (7) portfolio assessment; (8) inclusion; (9) classroom teacher's role; (10) parent education as play; (11) Latino parents; (12) sibling relationships; (13) child-adolescent conduct disorders; (14) literacy; (15) adolescent mothers and mentor programs; (16) divided families; (17) grandparent and father caregivers; (18) incarcerated mothers; (19) cultural learning preferences; (20) adult children of alcoholics; (21) parenting children with Down Syndrome; (22) Chinese Malaysian child rearing practices; (23) managing anger; (24) laughter as a barometer of children's health; (25) strategies for shelter settings; (26) supporting parents during crises; and (27) parent-child relationships during early adolescence. (KDFB)

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FOURTH ANNUAL CONFERENCE ON PARENT EDUCATION PROCEEDINGS

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Published by

The Center for Parent Education
College of Education, UNT
PO Box 13857
Denton, TX 76203

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CENTER FOR PARENT EDUCATION

The Center for Parent Education at UNT was established to meet the needs of fami ies through parent education and training, as well as to act as a conduit for information about tr ends and research related to parent education.

The program collaborates with faculty in the human development and family studie master's program and the child development undergraduate program and with other universi ty faculty who have an interest and expertise in parent education.

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OBJECTIVE

The Fourth Annual Conference on Parent Education is a national two-day interd isciplinary conference for professionals, students, policy makers, parents/peer educators, an d others interested in quality parent education. The conference has the following goals:

- To present a spectrum of program models, curriculum and knowledge r elated to parent education, parent involvement, and parenting.
- To provide in-depth training in parent education.
- To promote interaction and exchange of ideas among conference partic ipants.

KEYNOTE SESSIONS

RAISING CHILDREN IN A SOCIALLY TOXIC ENVIRONMENT

James Garbarino

This presentation examines the special challenges parents and professionals face in seeking to raise children in today's socially toxic environment. Contributors to the toxicity of the social environment include economic polarization, desensitization to violence, large depersonalizing schools, and the nastiness of popular culture. "Raising Children in a Socially Toxic Environment " traces the evaluation of these trends over the last half century through psychological and social research. It illuminates the available statistical data with narrative accounts of these issues as they are played out in the lives of real children and youth. This blending of empirical data and human stories is the heart of his presentation.

Parents, educators, policy makers clinicians and concerned citizens need to know that the effects of this social toxicity are felt and expressed most by the most vulnerable children and youth-- e.g. those from destabilized families, those subject to racism, and those with disabilities. This helps explain why individuals and institutions charged with the responsibility of helping our most vulnerable kids are finding the job more difficult. It helps to explain why the number of kids of deep psychological trouble in America has nearly doubled over the last two decades. It helps all of us understand the path we must take to improve the prospects of today's children.

Efforts to deal with the issues of social toxicity involve both strengthening children and youth to decrease their vulnerability and simultaneously detoxifying the social environment. "raising Children in a Socially Toxic Environment" includes suggested actions individuals, families, schools and communities can take in responding to this vitally important challenge to the future of American society.

SPECIAL SESSION

UNDERSTANDING PARENTING: ADLERIAN VS. SYSTEMS THEORY

Thomas W. Roberts, Don Dinkmeyer, Jr.

This presentation is primarily a dialog between Dr. Tom Roberts and Dr. Don Dinkmeyer, Jr. concerning the similarities and differences between the Adlerian (Individual) psychology approach and the systems approach with families.

To help participants understand the Adlerian approach, the following ideas are offered: The field of systems family counseling and therapy has deep roots in the Adlerian (Individual) Psychology approach. Here are a few basic principles underlying our work and demonstrations:

1) We seek to understand how the family (system) appears to work for each individual (even not working has a purpose). There is a unique story from each family member; how does it look to each of them? Significant influences on each story are the FOO/FIN (family of origin/family in now) and family constellation, as well as the family atmosphere and values. There is a purpose to each behavior, even misbehavior. No one EVER throws away a behavior that works!

2) We seek to influence the system through education, mutual respect, and encouragement. This requires finding assets in each individual, and when there are apparently no assets, to see the perceptual alternative of each negative behavior (e.g., power+ choices).

3) What works with families? Modeling, encouragement and praise, mutual respect, breaking issues and needs into realistic, achievable pieces. "Tactics" in education ,counseling and therapy must make sense to the therapist, be driven by a clear purpose, and seek to change the beliefs of the clients.

4) Any change to one piece of the system (e.g., one individual) changes the entire system. A basis ingredient to change in the system is the family meeting. This can be modeled in every counseling and therapy session.

Family counselors and therapists have a greater array of models, tactics, and tools than ever before. What is often apparent in ineffective counseling is not more models or tactics, but a LACK of a unifying set of beliefs for the therapist, about self and the clients.

Three questions in this belief system are:--Why do clients misbehave? How can I motivate each client? What are effective ways to teach the client? Your answers to the questions are powerful influences on the changes in the families.

With today's emphasis on brief, effective counseling, the works of Individual Psychology have insights into the counselor/client relationship. Counselors now have increasing array of tools, models, and tactics.

PARENT EDUCATION FROM A SYSTEMS PERSPECTIVE

Dr. Thomas Roberts

Parent education from a systems/dialectical perspective focuses on Family Education and should be tailored to fit the family. The family is viewed as an interactive system which influences the behavior of children. Children and their parents are seen from a circular perspective in which reciprocity between parents and children is recognized. The goal of parent education from a systems perspective is to develop functional families rather than focusing on skills and behaviors. Recommendations include involving both parents and evaluating models from a total ecological perspective including the child, family, and the culture. As compared to parenting education from an Adlerian perspective, there is a focus on developmental issues, with the age of the child considered. While Adlerian-based parent education prescribes specific techniques, a systems-based approach emphasizes social and cultural factors.

INTEREST SESSION

PARENT EDUCATOR COLLABORATION: PARTNERS AS INFORMATION PROVIDERS FOR EVALUATING CHILD DEVELOPMENT

Laura T. Molnar

The purpose of this session was to explore the idea of parents and educators as collaborators in evaluating child development. The objectives were to relate to participants current research supporting parents as valid and reliable sources of information regarding child development; to delineate methods by which educators can form accurate, effective partnerships with parents to assess child development issues within individual children; to disseminate the results of a study conducted by the author using data collected from the parents and primary care-takers of young children to support the efficacy of parents as partners in the developmental screening process; and, to discuss ways professionals can utilize the information provided through this type of parent collaboration.

That by utilizing parents as information providers in the developmental screening process, a valid, reliable and cost effective means of obtaining critical information about child development can be tapped. Parent input can be incorporated into developmental screening processes used by pediatricians, psychologists, social workers, and educators. It is a low-cost, high-yield method for obtaining accurate information (cognitive, physical, communication, social-emotional, and adaptive behavior) about a child during the initial screening and follow-up evaluation periods.

Collaboration is stressed as a key to identifying children who have potential developmental delays in cognitive, physical, social-emotional, communication and/or adaptive behavior domains. Through parent-educator collaborative efforts children can be identified and begin receiving crucial services in an accurate, cost-effective and timely manner.

Research investigating the use of parents as information providers was discussed. The study involved administration of the Developmental Observation Checklist System (DOCS) to the parents and primary care-givers of 50 children between the ages of three and four years. The information produced by this instrument addresses child development in four domains (motor, language, cognition and social). By correlating the input provided by parents and primary care-givers (a more traditionally accepted source for developmental information within our educational system), a positive correlation is obtained between parent and care-giver evaluations. This correlation, in turn, provides a strong case for the idea that parent information about their child's development across domains is accurate, valid and reliable for use as a screening and evaluation method.

PARENTING FOSTER CHILDREN
Tommie Lawhon

Foster children tend to come from homes where parents are neglectful, incompetent, and/or physically or mentally abusive. Some infants are abandoned at the hospital and go directly into foster care.

The number of children in need of foster care is growing. Children in foster care increased 66% from 1986 to 1991; those under age 3 more than doubled during this period. Today an estimated 600,000 youngsters are in foster homes, group homes, and shelters. These numbers reflect some but not all of the children who are in kinship care.

Support systems can encourage the development of foster children and foster families. This support is essential because of the many challenges and stressors that can be present in these units. Some factors like age of the child, health of the youngster and of the foster family members, attitude of the biological children, and the past developmental background of the foster child will impact the family.

Positive guidance techniques and nurturing environments encourage the healthy growth of foster children, and these are two of the basic responsibilities of foster parents, teachers, counselors, employers, school personnel, community leaders, and others. When this help is not provided many of the problems present in young foster children will follow them into adulthood. This is seen in the large numbers of former foster children who are homeless and jobless as young adults. Parenting or the lack of it leaves a lasting impact upon the individual and society.

Parenting foster children is important to the child, the community, and the nation. Multiple resources are needed by the families who care for these youngsters. Individual and group work are essential in gaining and maintaining the support for these services.

HELPING PARENTS STRENGTHEN THEIR CHILDREN'S GROWTH AND DEVELOPMENT
George Morrison

In the process of educating young children, there are often discrepancy gaps between:

a. what early childhood professionals know about children's development and learning and what parents know about their children's development and learning;

b. early childhood professionals' knowledge and expectations of what children should know and be able to do and what parents think their children should know

and be able to do (Leiter, McDermitt, Williamson, LaVilla, & Morrison, 1995). These gaps can contribute to poor school achievement, and to a lost potential of a dynamic learning partnership between children and parents and between children, parents, and early childhood professionals.

Additionally, when parents lack knowledge about normal development or have "inadequate or erroneous" knowledge of developmental processes and how developmental processes contribute to achievement through the process of schooling, children may not have the support they need within the family system to achieve their full potential for learning. Helping parents understand and use developmental information is one way to promote children's learning.

A five-step model of involving parents in their children's development and learning can be used effectively for helping parents understand their children's development and for helping parents use knowledge of child growth and development to support their children's learning. This five step model includes:

1. Helping parents understand normal child growth and development by "seeing development in action" through "assisted" observation of their children's development.

2. Supporting and assisting parents in "making meaning" of their observations of their children's "development in action."

3. Helping parents "understand" how development contributes to learning in the home and school.

4. Supporting parents in their efforts to support their children's learning in the home as their children's "first teacher."

5. Developing partnerships between parents and early childhood professionals to support parents as partners in their children's learning and development in early childhood programs.

This five step model is best implemented within the context of parents' and children's cultural backgrounds. When done so, it also provides a means for enabling early childhood professionals to provide culturally sensitive learning activities which support children's learning and development.

Reference:

Leiter, L., McDermitt, M. Williamson, B., LaVilla, S. & Morrison, G. (1995, November). Readiness Rhetoric: What Do You Say to Teachers and Parents. Paper presented at the meeting of the National Association for the Education of Young Children, Washington, D.C.

HISTORICAL AND CULTURAL PERSPECTIVES ON CHILD REARING PRACTICES

Carol Hagen

While only a few historians have been interested in the lives of young children throughout history, those few who focus on this topic can find ample material to help them in the development of theories related to the societal treatment of children and child-rearing practices as far back as antiquity. Church records, diaries, census documentation, as well as literature, provides evidence which children themselves are unable to give us, since they have so often died young, been illiterate, or turned into adults unwilling to dwell on the past.

Lloyd deMause is probably the best know of social historians whose theories inform us about children in the past. Unlike those historians who believe children were better treated in earlier agricultural societies, deMause traces a history of gradually improving parent-child relationships, and indicates this may be of more importance to understanding cultures than the usual focus on political affairs. He describes an evolution through six modes of child-rearing practice. These practices overlap, of course, throughout time and between cultures, but general trends of behavior can be described.

The infanticide period, from ancient times through the fourth century, is named for the practice of intentionally killing infants, usually by exposure to the elements, and was more likely to be limited to females. Famine, wars and other disasters were sometimes related to the practice. In 318 A.D., the Emperor Constantine declared killing a child to be a crime. Infanticide was denounced by the church, although it remained prevalent, and Christian orphanages were established around this time.

After infanticide became a punishable crime, abandonment became a more common practice, occurring well into the thirteenth century. An earlier, but classic, example of abandonment was that of Moses, the baby left in the bulrushes for a royal family to find. The practice of "potting", leaving the child in a large basket or urn in a public place in hopes that someone more able might care for it, was prevalent. Families unable to have children, or whose children had died, often raised children who were not their own. A variety of laws were developed in different locations relating to how and when children could be "taken back" by their natural parents.

By the seventeenth century, an ambivalent attitude toward children was more likely to be the norm. The plaque had died out and there was a greater chance that children might live to adulthood. However, high infant mortality continued to restrict parental willingness to invest heavily in young children. The infants of well to do parents were often sent into the countryside to be card for by peasant families, sometimes for as long as three years. Removing the infant also allowed the mother to meet societal obligations and wifely duties, and to quickly get about the business of having another child. A child who lived to age three might be presumed to reach adulthood, barring smallpox and other diseases and accidents. "Overlaying" (suffocation) of

infants was still common, and not always an accident. There were many descriptions of the use of severe discipline, both at home and school. Most children during this period would probably be considered battered today. Children wore the same clothing as adults, and were not protected from sexual or violent activities, participating fully in the life of the community.

The intrusive mode was the norm during the eighteenth century. Swaddling, practiced throughout history, was less likely to occur, due in large part to John Locke and his advice to provide children with less physical restriction and sever punishment. Empathy toward children was more likely, pediatric practices were being developed and infant mortality improved. However, the child was seen as a will to be systematically molded, and parents were encouraged to disregard a child's crying. Toilet training began as early as three months. As the Industrial Revolution began, children of the poor worked long hours at unsafe machines with little food, and were often severely mistreated.

The socialization mode began during the nineteenth century, with a great interest in training and socializing children. In 1854, the first compulsory school attendance was passed in Massachusetts. Congress passed the first child labor law in 1916. It called for no more than an 8 hour day, 48 hour week, and was declared unconstitutional in 1918. There was a dramatic rise in numbers of children , from 17 million in 1860 to 48 million in 1930. As children became more visible, their needs became more apparent. A wide variety of approaches toward children and child-rearing were developed, from Freud's channeling of impulses, to Skinner's behaviorism, and Watson's discouragement of parental display of affection, all designed to provide the child with what was needed for life as an adult.

The final and current stage in parent-child relationships, beginning approximately in the middle of this century, is characterized by deMause as the helping mode. Finally, parents can feel relatively secure that their children will live to be adults, and that the love and time they invest in their children will be worth while. In this mode, the primary goal of the parent is to be responsive to the needs of the child. The shelves of bookstores are full of materials designed to help parents do just this. This kind of activity takes an enormous amount of time, energy, and resources.

What we sometimes think of as the "normal" family structure, has not been the norm throughout history. The nuclear family actually came into being around the time of the Victorians, as health improved and family assets made this possible. This family structure, probably not ever as wide-spread as we think, may be changing again. It is also not true that most parents have reached the helping stage of parent-child relationships; in fact, parents in our society, and most societies, fall across all of deMause's modes of child-rearing, and for many of the same reasons that were true in the past. Societal actions and inactions have always affected the lives of parents and other citizens, and had an impact on the treatment of young children.

It is easy to judge a society's abusive practices toward its children down the telescope of time, and out of the context of all the elements of the culture which sustained those practices. What is infinitely harder is to look carefully at our own culture and how we might prevent not only illegal

child abuse, but also those practices within the law which are harmful to children. It is legal to leave infants in child care with underpaid and illtrained, rapidly changing care-givers for 12 hours a day. How does this differ from the practice of sending children out into the countryside in an earlier time? Are the thousands of hours of television watching giving children something of value, or does it compare to the "blood-sport" entertainment children of earlier centuries were allowed to see? Do we push sexual precociousness on children through the media, and then abandon them and their babies? Clearly, we cannot consider abusive only those illegal acts committed against children, but must also address other actions which are detrimental to the development of children, all children, in our society.

CHILD CENTERED PARENTING: WHAT IT IS AND WHY IT IS IMPORTANT

MaryLou Fairworthen

Child centeredness means putting the child first. Child centered parenting involves practices and behaviors that focus on the child. Being Child centered means including features of the child's situation when parenting. Although being Child centered seems to be a reasonable concept to include in effective parenting, Child centeredness was not the first dimension to receive attention in the study of parenting.

Early work on parenting by Diana Baumrind during the 1970's emphasized the dimension of parental control of the child. Extensive work by Baumrind showed three main styles of parenting: 1) Authoritarian or autocratic; (2) Authoritative or democratic; and (3) Permissive or indulgent. Later analyses employing Baumrind's paradigm of parenting styles showed, in addition to the rather cold dimension of control, a second important dimension. This second dimension is: parental warmth, cognitive responsiveness and Child centeredness.

Evidence is accumulating indicating that of the two parenting dimensions, Child centeredness may be more important in effective parenting practices. Two recent studies by the present author and colleagues provide empirical support that Child centeredness is the more important for competent parenting.

In a study by Fairworthen, Buhrmester and Johnson (1995), mothers' adolescents' reports of the mothers' parenting styles showed authoritarian parenting to be negatively correlated with mothers' complexity of reasoning. This finding suggests both that self-centered parenting is related to poorer, simpler parental reasoning and, inversely, that Child centered parenting is related to more competent cognitively-complex parental reasoning.

In a second study, Fairworthen and Johnson (1995) compared Child centered parenting behaviors to nonchildcentered parenting. Results of chi-squares analyses support that Child centered parenting is related to mothers' more-effective, cognitively-complex reasoning about children's situations.

Research currently underway by the present author indicates two psycho-cognitive processes that promote Child centeredness: (1) Cognitive complexity--that allows a parent to concurrently consider and integrate more that one situational variable; and (2) Empathic responsiveness-- that allows a parent tp both consider the child's situation and to include the child's situation in their parenting actions. Enhancing parental cognitive complexity and empathic responsiveness appears to promote Child centered parenting

COUPLES INTERVENTION PROGRAMS: EASING THE TRANSITION TO PARENTHOOD

Craig E. Henderson

The purpose of this presentation is to orient parent educators to the necessity of intervening in families making the transition to parenthood. There are two primary benefits of this presentation. First, it stresses the importance of intervening in families making the transition to parenthood. A good deal of research has been generated on these families, but few intervention models or programs exist. The second primary benefit is that it emphasizes practical application. The material presented will help parent educators develop their own intervention programs based on the empirical research and intervention models which currently exist.

The presentation will begin with a review of the literature on the topic of changes in marital satisfaction through the transition to parenthood. A point which will be stressed in this review is that although an average decrease in marital satisfaction is reported by most studies, recent longitudinal studies are demonstrating that all couples do not negotiate this transition in a similar manner. Mediating variables which promote individual differences are involved in this process. The fact that individual differences exist is used as a way of introducing the potential benefit of intervention programs including couple support groups. The strengths and weaknesses of existing intervention programs will be reviewed, and potential areas for future intervention will be discussed.

FAMILY IMPACT ANALYSIS: A PROCESS TO ASSESS PROPOSED LAWS OR EXISTING POLICIES AFFECTING FAMILIES

Elizabeth Salsedo, Mary Ellen Welch, Karen Filchak

This presentation is intended to be a practical workshop for agency members or individuals working with children, family or parent groups that are concerned with the integrity of families. After learning the conceptual intent of FIA, the historical background and the structure of two FIA models, individuals will be guided through the FIA process used when preparing a family

impact statement. Participants will follow three steps. First, the will review a selected law. Second, they will generate relevant questions and third they will answer the questions that will be used to write a report for legislators.

A MODEL ON PARENTING SKILLS THAT PROMOTES ACADEMIC ACHIEVEMENT

Lloyd P. Campbell, John Williamson

The presenters will provide participants with opportunities to teach parents critical parenting skills using a research model of ten specific variables that will assure that their children can excel in school. Characteristics of effective families will be discussed, and participants will be instructed in how to use these characteristics in working with parents. These procedures are applicable to all social classes and ethnic groups.

GUIDING PARENTS TO GUIDE CHILDREN'S TELEVISION WATCHING

Jonathon Grimes

A workshop for all to address the influence of television on families, specifically children. Relevant research was summarized. Practical ideas were shared to help families take steps to change how television is used in their home. See outline.

I. Introduction
   - A. Greeting
   - B. Set social climate
   - C. Cite research scarcity

II. Show objectives
   - A. Participants will state one change they are willing to make.
   - B. Participants will develop alternatives to TV watching.

III. Summary of relevant research (3 important findings)
   - A. Problem solving - imitation of TV methods
   - B. TV- > Aggression- > Intellectual functioning
   - C. NAFCE Project summary

I. Practical ideas
   - A. VCRs
   - B. TV logs
   - C. Co-viewing
   - D. Activism

V. Discussion
   - A. Other ideas
   - B. Concerns
   - C. Important areas for research
   - D. Implications to families

VI. Closure
   - A. For more information
   - B. Correspondence address
   - C. E-mail

DEVELOPING A PARENT-TEACHER PARTNERSHIP FOR PORTFOLIO ASSESSMENT

Martha M. West

Portfolio assessment is proving valuable as an alternative to traditional assessment in early childhood education. When used effectively, portfolio assessment measures process as well as product, addresses multiple intelligence, involves children in problem solving, facilitates construction of meaningful learning experiences, amplifies internal motivation, encourages self-examination, measures what children actually know and can do, and promotes higher order thinking and ownership of learning.

Parents unfamiliar with alternative assessment can develop appreciation for it by using it themselves. Through guided analysis of teachers' observation notes, parents can recognize categories and abilities such as physical activity, vocabulary, play, conflict resolution, organization skills, and use of time. This analysis can enhance parents' understanding of child development as well as demonstrate the value of portfolio assessment.

INCLUSION MEANS WORKING WITH PARENTS, TOO!

Jill Fox, Robin McAllister, Johanna Burks, Carolyn Coletti

Public school teachers and administrators have become increasingly aware of the value of partnerships with parents during all phases of their children's education. Such partnerships establish shared knowledge and support systems that are invaluable to all involved parties. This is particularly true for children with special needs enrolled in inclusion programs in the public schools. Although parent involvement is a required component of inclusion programs, many teachers feel challenged to meet the needs of both parents and children, and search for avenues for constructive parent participation in their programs. This presentation provides an overview of the benefits of parent involvement in inclusion programs and describes strategies used in a successful inclusion program in Midlothian, Virginia.

There are many reasons for teachers to encourage parents' involvement in the education of their special children. First, consistency between the home and classroom environments provides children with a finite set of goals and expectations to meet. When parents and teachers agree upon expectations and strategies to use in both settings, children feel confident in making decisions and transferring learning. Second, as the major socializing agents for their children, parents shape and influence the attitudes of their children. Parents who are informed and active in all aspects of their children's school experience convey positive feelings to their children. Their very participation underlines the importance of education in their children's lives. Third, children with special needs acquire developmental skills more quickly when their parents are able to support their efforts with learning activities at home. Parents may receive training and materials for at-home learning experiences from the professionals working with their children at school. Finally, participation in the inclusion program gives parents access to information and support systems throughout the community.

A public elementary school in Midlothian, Virginia, has worked for the past several years to build positive parent involvement in its inclusion program. Teachers in this school recognize that working with parents is an important component of the inclusion program and is vital to the success of each special child. Parents participate in early identification and diagnosis of special needs through regular and frequent communication with the classroom teachers and special educators. Teachers view parents as unique sources of information about their children. Parents are involved in goal-setting and short-range planning for their children, and whenever possible are involved in daily classroom activities. Teachers assist parents in planning support activities for their children outside of school and provide information on relevant community activities and resources.

Recognizing that parent involvement in the inclusion program may be determined by several variables, teachers have worked to open several avenues for participation. Activities may be scheduled before, during or after the school day, and may involve parents in observing their child, tutoring, assisting the teacher, or serving as a resource person during a lesson. A high level of parent involvement exists in this program, and children, parents, teachers, and administrators attest to its positive effects in the inclusion program and throughout the school.

INFLUENCE OF PARENT-CHILD PLAY ON CHILDREN'S DEVELOPMENT

Dianne S. Smith, Harold S. Smith

The purpose of this presentation was to discuss parent-child play interactions that appear to enhance development in children. An analysis of past research and literature review demonstrate several prominent domains and primacy activities where parents seem to have abundant influence. Those discussed include: basic social interactions with infants, including, reported difference of mothers' and fathers' play; pretend play with toddlers; link between playfulness and creativity; influence of parental attitudes and behaviors; and family structure, the home environment and play interactions enhancing relationships. Several different theoretical perspectives seeking to explain this influence will be presented, including traditional social learning theory, exchange, and role theory. Three recent theoretical perspectives will also be discussed, including the dynamic interaction perspective, the organizational perspective, and an evolutionary perspective based on parental investment theory. A synthesis of the concepts presented preludes an applied program for family life education to further increase parents understanding of the apparent potential impact on development of play with their children.

THE CLASSROOM TEACHER'S ROLE IN PARENT EDUCATION

Deborah Diffily

One of the distinguishing features of early childhood education is that teachers of young children are trained to work with young children and their families. Although the teacher's primary focus is students, it is critical that teachers help parents understand child development issues, how young children learn best, why classrooms are organized the way they are, and how classroom

experiences support and expand children's learning. These issues are directly related to the classroom but also have implications for parenting young children. Teachers can help parents understand these implications and help them understand what they can do at home to support the child's classroom experiences.

Teachers can use multiple ways of sharing information. Weekly letters describing the activities of the class, photographs of children with written explanations about what they are doing in the photo and what they are learning through that particular activity, video tapes of children working within the classroom, interactive homework for the family to investigate together, copies of articles from professional journals and lay magazines are some ways to share information with families.

Knowledge about early childhood education is specialized knowledge. With an investment of just a little bit of time each week, teachers can greatly expand parents' knowledge about young children, and they can support young children's learning.

PARENT EDUCATION AS PLAY

Roberta L. White

Research has continued to be extensive on play in the past three years and has moved away from proving the basic theory on the importance of play and is looking at the many variables of play behavior. This review of research will examine some of the divergent relationships and their affect on the play system in general and specifically affiliative behavior. It will also address implications for child care staff. A visual model for understanding the play paradigm will be presented in an integrated workshop format that models "play" for other training formats.

WORKING WITH LATINO PARENTS: CULTURAL IMPLICATIONS

Juan A. Toro

Research have established that parental involvement is a key element in the successes of children in school (Simich-Dudgeon, 1986). It is well recognized that, in order for any educational program to have a real and deep impact in the learning and development of children, parents have to play an active role in their offspring's education. Educational programs around the country, emphasize that as higher the involvement, the better the program operates and fulfill their goals.

Even though we all agree that parental involvement is crucial for the program and the child, educational and care programs serving Latino populations struggle year after year to increase their level of participation, particularly among those with low income status (Nicolau & Ramos, 1990). A popular explanation for this perceived attitude about Latino parents is that they are not interested in the care and education of their children. This perception of lack of interest has been used by many to explain the high levels of dropouts among Latino children from school.

When working with Latino parents, as well as parents from other cultures, we should recognize that parenting is a culturally learned or acquired skill. Parents use cultural models available to them to shape the way they deal with their children (Harkness, Super, and Keefer, 1992). Moreover, these cultural models available to parents have a direct effect on the way parents function, behave, and establish goals for them and for their children (Toro, 1992)

When parents move from one culture to another, the way they were raised in their native culture could become conflicting with the way parents in the new culture behave with their children (Toro, 1992). In order for teachers and other professionals to increase the participation or improve the quality of parental involvement among Latinos, it is necessary to understand the values of those parents' own culture, and also understand and accept the reality in which those values were acquired.

We know that Hispanics are different among themselves in some degree. Due to political, economic, and social differences among places of origin, Hispanics' views and attitudes could differ greatly. But even when we can identify marked differences among them, they shared similar cultural values that might help us understand their views about their children education and about the school as an institution.

The purpose of this presentation is to understand the process by which these parents adapt to a new culture, to review some cultural values among Latinos, and to provide examples on how teachers can use them to increase or improve the participation of these parents in educational programs.

SIBLING RELATIONSHIPS: IMPACT OF A BROTHER OR SISTER WITH A DISABILITY

Marie Saracino, Felicia Molandes

Relationships between brothers and sisters are among the most significant and enduring bonds that people experience. Siblings, generally, spend more time with each other than they do with their parents throughout the course of their lives. Many scholars believe that brothers and sisters serve as socialization agents and prepare each other for the experiences that they will have with peers and as adults. The major areas of influence or functions of siblings include the areas of emotional experiences and expression, social experiences and skills, personality development, and relationships with others.

During the past two decades much attention has been given to addressing the educational and social/emotional needs of children with disabilities, and assisting parents in coping with the additional demands placed upon the family. Recently, more attention has been focused on ascertaining the impact that having a sibling with disabilities has on sibling interactions and relationships. Research findings have suggested that the effect of having a sibling with a disability may be either positive or negative depending upon a number of factors including family size,

family resources, severity of the child's disability, and the pattern of sibling interactions. The impact of having a sibling with a disability is often not understood or recognized by professionals who work with families. Due to the demands of caring for a child with disabilities, parents may be less sensitive to their own children when focusing on the needs of the child with disabilities. Siblings, themselves, may keep their worries, feelings, and problems to themselves; thus , making it more difficult for parents and others to understand their concerns.

PARADIGM SHIFT AS A COMMUNICATION TOOL: HOW TO BE HEARD WITHOUT SHOUTING!
Madelyn Swift

Learn and practice the single most powerful and helpful communication skill- paradigm shift. We must be able to build trust and credibility, demonstrate understanding of others' viewpoints, and efficiently get to and through problem solving even with angry or distressed people. Avoid inadvertently working against rather than with others and provoking more anger and frustration. This is truly a life-enhancing program!

WHAT IS A HEALTHY FAMILY ATMOSPHERE?
Richard Watts

Adlerian psychology/counseling often discusses the influence the "family atmosphere" has upon the psychological well-being of the system; especially children. Unfortunately, Adlerians apparently have not presented a clear model delineating the characteristics of the healthy family atmosphere. This presentation offers such a model by drawing from the recent healthy family research conducted by family life and family therapy experts.

DEFINING CHILD AND ADOLESCENT CONDUCT DISORDERS IN SYSTEMIC TERMS
Thomas Roberts

To understand conduct disorder in children, one must focus on the total context of the child's misbehavior. The total context includes the inner/biological, the individual/psychological, the

famililia, the outer/physical, social/cultural. Interaction of the individual in any of these dimensions is reflected by feedback loops. These feedback loops are self-regulating and operate in the manner of a dialectic in which there is a resolution of opposing forces. This process is continual and may represent both incremental and dramatic changes. Although a child may appear to go through periods in which change is not recognized, small changes may be occurring.

To change unwanted behaviors, parents may have to engage in second-order parenting, or behaviors that change the child, the parents, and the social context simultaneously. Second-order parenting changes both the structure and the function of the parenting relationship. For example, when parents are confronted with a 16-year-old boy who comes home late consistently after curfew, talks back to his parents, openly smokes cigarettes and drinks alcohol in their presence, they are prone to handle it through increasingly opinionated behavior. Although punitive measures may be effective in the short-term, over the long term they fail to be effective.

Many conduct disorders may merely reflect deviations in normal developmental maturity. These so-called misbehaviors may simply disappear even if the parent does nothing to stop them. Parental over control of these misbehavior may be related to the development of behavior problems in children. When parents increase punitive control to curtail unwanted child behavior, the focus on the misbehavior may help create an ongoing or recurring pattern. The conduct disorder would be viewed as developing within a child and maintained through the social, psychological, physical, and familia subsystems in which the child lives. A dialectical process the changes in the context in which the child's misconduct occurs may be necessary to alter the behavior.

WHEN READING IS MORE THAN "ONCE UPON A TIME"
Joyce Hopkins

The origin of the approach used by the Health Education Literacy Partnership (HELP) to improve health care choices and access through reading among high risk populations comes from the frustration of City of Dallas Maternal and Child health staff, aware of the association between health and literacy, and challenged by the lack of resources available to high-risk, school-aged clients despite a wide variety of agencies. HELP was created to improve these client's ability to navigate the system and to begin to read for themselves and to their children. The nurturing bond created by parents sharing books with their children often was lacking because young parents had never been read to, owned no books and perhaps could not read themselves. Interested in "catching both mother and baby at the cradle," the staff took the lead to organize a multi-agency collaboration whose mission was to bring literacy related services and appropriate developmental information to high risk parents case managed (CM) by city of Dallas staff. Criteria for inclusion in Cas Mangaemtn include mother < 16 years of age, low birth weight (LBW) infant, drug or alcohol abuse and any significant medical or psychosocial problem.

Funding was approved in 1992 from an American Academy of Pediatrics Health Tomorrow grant on the premise that improving literacy levels in the homes of young, high risk families would empower them to make more appropriate health care choices, improve access to preventive health, prenatal, medical and social services, and foster the nurturing bond created when parents read to their children. Being read to in the preschool years plays a significant role in a child's later success in school. The National Association of County and City Health Officials (NACCHO) affirmed HELP's innovative approach for reaching at-risk families by giving HELP its 1995 J. Howard Beard Award.

Accessing the public health system requires skills in problem solving and negotiation often lacking in low-income, high-risk populations. Individuals lacking basic skills are at increased risk for low birth weight infants, teen parenting, child abuse and school drop out, problems which further complicate health care outcomes. Currently 32 percent of elementary, 41 percent of middle school and 49 percent of Dallas Public Schools high school students are at risk for dropping out. Should they become parents, and a large number do, they lack the ability to care for their children and are unaware of the value of preventive services and support systems, producing a self-perpetuating cycle.

HELP promotes family literacy as an important aspect of wellness, uses book sharing to foster a nurturing parent-child bond and as a means of improving access to health care. Case workers promote adult literacy through referrals and teach parents how to provide early language and emergent literacy stimulation for their infants. City staff has found that young parents whose own parents never read or played with them may have to be taught how to have age-appropriate fun with their babies. City of Dallas Child Health Clinic volunteers read to children waiting to be seen and to role model this behavior for parents. "Books Recycled with Love" is the name of the HELP effort to get donated new and gently used books to children in public health settings..

RESEARCH FORUMS

PREGNANT PARENTING ADOLESCENTS: DO YOUNG MOTHERS BENEFIT FROM PARENT EDUCATION?

Shannon Tayor, Dr. Sedahlia Jasper Crase

Much research and theory suggests that parent education can be beneficial for adolescent mothers (i.e., Weatherly, 1991; Musick, 1994). However, the most pressing need for research related to parenting teens is to determine what types of programs are most helpful (Furstenberg, Brooks-Gunn, & Chase-Lansdale, 1989). The purpose of this research was to examine the effects of two types of parenting programs. One program was comprehensive, residential facility providing daily parent education; the other was a high school course designed for teen parents. David Mace (1981) suggests that the ultimate goal of parent educators is to create a change in living. The first step in this process is to give information (systematically stored information that may or may not be used by parents). Second, some of this information will transfer into insights (information that parents find relevant and useful). The theory suggests that insightful, valuable information is likely to create behavior change. The present research is concerned with determining which type of program offers valuable information, and from which type of program teens retain information. It was hypothesized that (1) adolescents in a comprehensive parent education home (receiving parent education daily, formally and informally; stable living arrangements) will have more knowledge about child development than will adolescents who are in a high school course, and (2) adolescents who are in a comprehensive parent education home will claim more knowledge and insights, as defined by Mace (1981), than adolescents who attend a high school course.

Subjects for the study were pregnant or parenting teens (n=20) in central Iowa. Ten young mothers lived at a residential center for mothers (group 1), and the remaining 10 subjects attended an alternative high school (group 2). Teens at the residential center were all mandated to the program. Participants completed two instruments, a demographic, and the Phoenix Parenting/Child Development Questionnaire (Roosa & Vaughan, 1984). Also, the researcher conducted a 20-40 minute, semi-structured, personal interview with each participant. Questions included: "What have you learned about parenting since you became pregnant?" and "What is the most valuable thing you have learned since you became pregnant?"

Correlations were run to examine relationships between demographic variables and knowledge of child development. T-tests were used to examine the differences between the two groups on knowledge of child development. Interviews were analyzed following the constant-comparative method of qualitative analysis (Staub et al., 1994).

No significant differences were found between the two groups of adolescents' knowledge of child development. Correlations between numbers of courses relating to child development and knowledge of child development, although rather large (3.5), were not significant. As a result of

qualitative analysis, twenty-four themes were synthesized from the interviews. Themes included learning about the following: basic child care, discipline, developmental stages, alternatives to physical punishment, and controlling negative emotions. Teens in this study also discussed such themes as wanting to be respected and supported, wanting parent educators to be parents, wanting teachers who are consistent, and not being interested in parent education.

Interestingly, most of the negative comments about parent education were discussed by teens in the residential center. Possible reasons for these finding include teens desire for autonomy. Edith Freeman (1987) claims that one of the major tasks of adolescence is to experience autonomy. If an adolescent does not achieve this task, he or she may experience anger and denial. Since teens at the residential center were all mandated to the program, it may be that rather than benefiting from comprehensive parent education, they are experiencing anger about their lack of freedom, thus creating a less effective learning environment. Mandating parent education may need to reconsidered.

This study has many practical implications for parent educators. Fourteen of the twenty subjects mentioned that they do not want lecturing as a part of parenting classes. Therefore, parent educators may need to consider discussion or other alternatives to lecturing when working with teenage parents. This study also indicates that several topics should be included in parent education programs for adolescents; teens discussed basic child, care, discipline, controlling negative emotions, and difficulties or realities of parenthood as valuable information. Based on Mace's (1981) theory of behavior change, it is expected that participants in a program will be likely to change behaviors that relate to topics they view as valuable and relevant.

NEEDS AND STRENGTHS OF DIVIDED FAMILIES: IMPLICATIONS FOR PARENT EDUCATION

Traci A. Stringer, James M. Seibold, Dr. Anne M. Stanberry, Dr. J. Phillip Stanberry

Over 25 million children live in one parent or blended families in the United States. The family structure of these children present unique challenges to parent educators. In this study, 17 children ages 5-12 years old were asked to draw a picture of their family and tell what it is like to live in the family. Using mixed strategies within case analysis, each case was summarized and the data were coded in the areas of self esteem, academic and developmental skills, connectedness to others, social functioning, coping skills, child and family strengths, and global family issues. Responses were then clustered and re-clustered according to key variables.

Boys showed low affect and girls demonstrated high affect as they drew their pictures and talked about their families. Children classified as "sociable" focused on people in their pictures and used dark colors with few details. Children classified as "isolated" drew detailed, colorful pictures that focused on achievement and scenery. Identified strengths were: flexibility, unconditional love, resilience, reality focus, and "street smart". Identified family issues were:

rejection, abandonment, grief, loss, sadness, anger, confusion, secrets, rigid boundaries, complex family structures, and triangulation among family members. Identified needs were: a secure base, positive self-image, connectedness/sense of family, attention, acceptance, non-judgmental adults, treatment as children, and discussion of emotions and secrets.

While families share many global issues, the expression of issues is unique for each family. Parent educators can discuss with parents the meaning of grief, loss, and other family issues as they are modeled in intergenerational family relationships. When parents can make healthy resolution to their own issues, they can allow children to join in the circle of grief/sadness/ frustration, etc. at their own levels and in their own way. It is then that parents are likely to provide a more secure base for children and allow them to express a full range of emotions within a non-judgmental environment.

"SECOND TIME AROUND": PARENT EDUCATION TO SUPPORT GRANDPARENT CAREGIVERS

Dr. James J. Ponzetti Jr.

In 1965, the distinguished anthropologist, Margaret Mead, declared that "grandparents are given a second chance to enjoy parenthood with fewer of its tribulations and anxieties." (P. 121). Yet during the three decades since this statement was made, the grandparent role and its concomitant expectations have been changing. Most grandparents expect to be through with active parenting prior to becoming grandparents, but increasing numbers of grandparents are raising their grandchildren. The U.S. Bureau of the Census (1992) reported that in 1980 2.3 million children lived with their grandparents. By 1992 the number had increased to 3.3 million or about 5% of all children under the age of 18 years. There is little doubt that the phenomenon of grandparents raising grandchildren is increasing.

Grandchildren who reside with their grandparents do so because of some incapacity of the biological parents to care for them (Kennedy and Keeney, 1988). This "second chance" is probably not exactly what Mead had envisioned. Grandparents who are the primary care givers for their grandchildren experience all the "tribulations and anxieties" that parents do and possible even more.

The reason for this increasing trend varies. Cherlin and Furstenberg (1986) noted that grandparents parent grandchildren for several reasons. The circumstances and decisions that lead to grandparents assuming the primary care giving role "reflect the illness, and death" create in contemporary family life (p. 130). In addition, Larsen (1990) and Smolowe (1990) both have reported that these children are living with their grandparents due to a variety of problems including abandonment, parents' incarceration, mental illness, physical and sexual abuse and, most frequently, drug abuse.

Research around the issue of grandparents as primary care givers for their grandchildren is sparse. Jendrek (1994) reported that the decision to provide care is often based on an "impulse to care". Cherlin and Furstenberg (1986) described grandparents as "protectors of the family, bulwarks against the forces of separation, divorce, drugs, crime..." (P.129).

Grandparents who provide regular care to grandchildren generally have offered to do so when the grandchild's home situation becomes intolerable. They can provide regular care to grandchildren either formally through court orders or informally by the grandchild either living with the grandparent or spending a significant amount of each day with the grandparent.

Social changes in contemporary family life have resulted in considerable ambiguity in the grandparent role. This ambiguity is exacerbated when grandparents find themselves in parental rather than grandparental roles. Further, there is very little support or education for grandparents who actually become parents for a second time. Strom's (1988, 1989, 1992) innovative work on grandparent education is important; however, the roles and responsibilities usually prescribed to grandparents are different than those taken on parents. Therefore, when grandparents become the primary care giver or parent surrogate to their grandchildren they may find themselves needing parent education rather than grandparent education.

The purpose of this presentation is threefold. First, the incidence of grandparents raising children and the research available to assist in program development is reviewed. Second, unique concerns of grandparents parenting grandchildren are considered. Finally, parenting programs offered in the Pacific Northwest for grandparents who find themselves in this situation are described.

FILIAL THERAPY WITH INCARCERATED MOTHERS

Zella Harris

This study was designed to determine the effectiveness of filial therapy with incarcerated mothers as a method of increasing empathic behaviors with their children, increasing attitudes of acceptance toward their children, and reducing stress related to parenting. Filial therapy, a method of training parents to respond and interact therapeutically with their children, focuses on enhancing the parent-child relationship.

The sample population of 22 volunteer subjects was drawn from a pool of incarcerated mothers in the Denton County Jail who had children between three and ten years of age. The experimental group parents, consisting of 12 incarcerated mothers, received 2-hour filial therapy training sessions biweekly for five weeks and participated in biweekly 30-minute play sessions with one of their children. The control group parents, consisting of 10 incarcerated mothers, received no treatment during the five weeks.

The three written self-report instruments completed for pretesting and posttesting purposes by both groups were The Porter Parental Acceptance Scale, The Parenting Stress Index, and The Filial Problem Checklist. The parents were also videotaped in play sessions with their child before and after training as a means of measuring change in empathic behavior.

Analysis of Covariance revealed that incarcerated mothers in the experimental group had significant change in 9 of 13 hypotheses, including (a) a significant increase in their level of empathic interactions with their children, (b) a significant increase in their attitude of acceptance toward their children, and (c) a significant reduction in the number of reported problems with their children's behavior.

This study supports filial therapy as an effective intervention for enhancing the parent-child relationship with incarcerated mothers and their children. Utilizing instruction and practical application of positive therapeutic methods, filial therapy training empowers parents by increasing their parenting knowledge and skills, and indirectly empowers children who experience the parent-child relationship with an increase in unconditional acceptance and positive regard.

PARENT PREFERENCES FOR LEARNING: A STUDY OF EURO-AMERICANS, HISPANIC, NATIVE AMERICAN AND AFRICAN AMERICAN PARENTS
Karen DeBord

Parent involvement and parent education has been a topic of concern for teachers and caregivers for decades. However, the recommended research and practices focus on programs researched with and designed for parents using the White middle-class as its target population (Fine & Henry, 1989; Harman & Brim, 1980; Powell, 1988). This limited focus clearly leaves out much of the parent population in this society. There is a great deal to consider when designing a parent education program.

Parents are the pivotal point for most families. Consideration must be given to parents as individual learners. Understanding that life stage, age of child, learning needs, economic status, cultural contributions, and social networks all contribute to the design of the program will enable teachers and parent educators to design programs that will meet individual parenting and individual learning needs. Some people prefer to learn alone. Some prefer groups, some prefer written and some visual learning, or demonstrated techniques. Collaboration between parents and parent educators must be examined to assess the impact that personalized teaching can have on parent interactions with, and expectations of their children. A paradigm shift in parent education and support programs is timely, given the increased consciousness of our society about cultural pluralism coupled with technologically-based information distribution. However, most parent education programs continue to use group modes of delivery, rather than empirically exploring individualized approaches based on the multiple contexts in which parenting occurs.

Research indicates that differences exist between and among groups in how they prefer to receive parenting information. Educational level, acculturation, and individual learning style interact to influence how parents want to learn. Indications are that parent educators need to become more creative, diverse and innovative in program design and delivery.

The role of parent has been recognized for its importance in the development of our future generations. American parents are seeking reliable sources of information to help them rear their children (Carlson & Crase, 1983; Holcomb & Stith, 1985; Clarke-Stewart, 1978). With our rapid movement from a service-based economy to an information-based economy (Galinsky, 1994) , educators and researchers must scrutinize the effectiveness of the methods by which parent education programs are delivered and plan innovative delivery of information so that we can all contribute to the raising of our children.

PARENT EDUCATION PREFERENCES OF SELECTED BLACK, HISPANIC, AND WHITE PARENT: FOCUS GROUP RESULTS

Lillian Chenoweth, Jennifer Martin, JoAnn Engelbrecht, Linda Russell, Joyce Armstrong

The researchers conducted two separate qualitative studies examining via focus groups the parent education preferences of selected Black, Hispanic and White parents. Focus group participants were 38 Black parents and extended family members, 24 Hispanic and 21 White parents. Participants were involved in one of nine focus groups in two Texas cities. The focus group discussions were audio taped and transcribed with common themes and patterns determined from the transcribed data.

The following questions were asked to solicit input on parent education methodology: (1) How should parent education be conducted? (2) Where should parent education classes be? (3) How long should a parent education class last? (4) How often should a class meet? (5) When is the best time to schedule a parent education program? (6) How would you like to hear about such a program? (7) Who do you feel is capable of teaching a parent education class? (8) How do you like to learn best? (9) What parenting topics are of interest to you? Results from the focus groups are briefly summarized.

Format: Hispanics preferred an open discussion format, sharing sessions with someone present to answer questions. Whites expressed preference for parents' sharing their own experiences rather than "someone telling them what to do." Similarly, Blacks desired classes in which information and experiences were shared as well as networking opportunities provided.

Leader: Hispanics desired an experienced leader with education related to parenting. Whites indicated preference for sharing experiences with other parents, not just a teacher. Blacks preferred a Black leader with parenting experience, someone who shared their beliefs and values. Ethnic sensitivity was emphasized.

Settings/times: Child care availability was important to all. Hispanics preferred familiar settings like work, child care centers or schools. Parents preferred to meet during work or immediately after work. Blacks expressed convenient, informal settings on weekdays after work. Blacks desired a convenient location, specifying church, school, home or community centers.

Publicity: Hispanics indicated a desire for personalized invitation letters. Blacks felt word of mouth and in-church announcements were most effective.

Topics: Hispanics wanted age specific information pertaining to their own children. Whites discussed the need to share problems and solutions rather than have specific topics addressed. Blacks were interested in discussions on Black parenting specifically (Black family functions and roles, dealing with racism, etc.), as well as parenting skill-oriented discussions (improving self esteem, discipline, etc.).

Cultural differences and similarities in the groups are discussed with specific recommendations for parent educators.

FATHERS CARING FOR CHILDREN: EXPECTATIONS, CONDUCT, AND GUIDANCE

Rudy Ray Seward, Jean Ann Seward, Dale Yeatts

Historical data document dramatic changes in expectations for fathers. They were the primary parent during the American colonial period then became only a peripheral parent as mothers took charge during industrialization. Currently fathers are supposed to be an equal partner in parenthood with mothers.

Information from surveys document how close a fathers' child care fits current expectations. One current source is two random telephone surveys of parents from a southwestern community completed in 1989 (N=180) and repeated in the fall of 1994 (N=134). In both years the hours fathers said they spent with children per week are higher than previous studies' reports completed over the past six decades. Overall while mothers still spend more time with children than fathers, the time spent is becoming more equally distributed both in regard to supervision and one-on-one activities. Some of this is due to employed mothers' spending less time with their children than those not employed. On the other hand fathers have yet to take over the responsibility aspects of child care (remembering, planning, and scheduling).

Another current source is the National Survey of Families and Households (N=13,017) completed in the 1987-88 with a panel follow-up completed in 1993-94 (data just being released). Almost all (95%) married fathers with a child younger than 5 years reported providing some child care every day. More than one-fourth (28%) do three or more hours. This large nationally representative sample also documents differences between social groups.

The diversity of child care involvement by parents from a variety of social and economic backgrounds is substantial. The southwestern fathers who devoted the most time to one-on-one activities with their children were typically younger, had fewer and younger children, and were from lower income families. In addition to these same differences the NSFH fathers with less education who were black reported spending the most time with their children.

Research findings suggest ways to enhance fathers' performance of child care. The relationship between paid employment and family is very important. These are not separate worlds nor is the employee's family a passive agent dependent upon work place demands. Workers need to take advantage of family supportive opportunities (e.g. fathers should take paternity leave as appropriate instead of vacation time) and make adjustments and even demands for further compatibility between the family and work places. Creative and cooperative ways of blending the work and family worlds must be explored.

The marital relationship is also an important factor. Strengthening the marital relationship generally helps the parent to child relationship. Further flexible, consensual gender role beliefs and both individual and family increased resources positively affect fathers' involvement.

No simple or single solution to getting fathers to share more exist. The resistance to change is due to many factors including low motivation (must want to change); lack of skill, training or confidence (can learn); mothers who limit involvement (not willing to give up prerogatives); and the greedy demands of employment (denying fathers resources). Parent education programs for fathers must be structurally amenable and functionally pertinent for men.

COMPONENTS OF PARENT EDUCATION PROGRAMS BENEFICIAL FOR ADULT CHILDREN OF ALCOHOLICS

Leda Morgan Cott

Recent literature on alcoholism has suggested that a parent's alcoholism can have a long-lasting effect on children. As awareness of the importance of the connection between the past experiences of being parented as a child in one's family of origin, and present or future impact on parenting style in the family of procreation increases, consideration must be directed toward ACAs and families of ACAs in recognizing the specialized parenting skills needed by persons known as Adult Children of alcoholics, because of the characteristics inherent in them that may affect their future parenting. This study has been directed toward ways in which parenting skills of ACAs may be improved, and this will be discussed in the presentation.

The modified Delphi survey provided opportunity for experts to interact for two successive rounds in appraising the importance of components of a proposed parent education program for ACAs. Findings of the study provide direction for addressing the problem of creating a hierarchical model as a framework for tailoring a parenting education program for ACAs, which

must include certain components that are considered by this panel of experts to be more important than others. The importance and timeliness of the study is reflected in the willingness of respondents to interact for two successive iterations.

CAPLAN INTERNSHIPS: OUTCOMES OF UNIVERSITY-BASED PREPARATION FOR PARENT EDUCATION

Ethel M. Tittnich, Judith A. Martin

This research forum describes results of an opportunity to enhance parent education skills for seventeen graduate students who received "Caplan Graduate Student Awards in Parent Education and Training" over the past five years. These students were enrolled in programs in nursing, law, psychology, education, child development and social work at the University of Pittsburgh. The Internships covered a one-year period and involved a structured, supervised placement at an agency providing parent education services to families. Agencies who participated in the project ranged from public schools to children's hospitals, outreach agencies to mental health programs. Students worked to involve parents in reading programs with preschoolers, interviewed parents in a developmental clinic at a hospital, met with abusive mothers and young teenage mothers in their homes, and did outreach work with African American families whose children were in public school gifted programs.

Students also met periodically with project staff to review progress and discuss educational issues. These meetings were used to clarify parent education issues and identify obstacles to developing effective programs.

These experiences with students, helped staff define common learning paths and typical obstacles to effective learning as parent educators. Learning objectives with students helped them make the transformation from "doing to" to "doing with" parents. Students also learned the difficult transition from "blaming parents" to working collaboratively together with them as part of an educational team. Obstacles to effective learning arose sometimes with the students, sometimes with the parents, and sometimes were created by the agencies. Student difficulties arose out of a lack of understanding of the meaning of parent education, while agencies most often had problems creating an effective role for the students and defining a parent education model that could be of use to them. Because students and clients came from varied professional, educational and racial and cultural backgrounds, there was a further opportunity to explore the impact of these on growth and learning. Students discussed the impact of racism on their own and others' lives and strategized about effective means to help agencies and programs address this issue.

A more formal evaluation of the impact of this type of university-based approach to enhancing parent education skills was also conducted. Participants were mailed a questionnaire asking them to assess the short-and long-range impact of being a Caplan Intern on their subsequent careers. Participants were further asked to evaluate the project overall and to suggest needed changes. Results of the survey indicate overall satisfaction with the internships.

PARENTS, PEERS AND SCHOOL SUCCESS: A STUDY OF BLACK ADOLESCENTS' PERCEPTIONS OF THEIR PARENT'S PARENTING STYLES AND PEER INFLUENCES

Felecia D. C. Young, Anne M. Stanberry, J. Phillip Stanberry

The problems facing black families in the socialization and protection of their children are much different than those facing the majority population. Black children are socialized in a broader social environment than white children; developing a positive self and group identity may be difficult for them.

Drawing on Baumrind's seminal studies involving patterns of parental authority, Maccoby and Martin determined four types of parenting styles: 1)authoritarian: parents expect compliance and restrict children's autonomy; 2) authoritative: parents ask children's input but make final decisions as developmentally appropriate; 3) indulgent: parents are warm but do not control children; and 4) neglectful: parents have little commitment to parenting and involvement with the child.

Results from our sample show males and females perceived parenting differently: 39% females report an indulgent parenting style and 13% neglectful; 13% males perceived their parents' parenting style as indulging and 33 % as neglectful.

Affiliation and grade point average (GPA) were approaching a moderately positive correlation, meaning the higher the affiliation scale score mean, the higher the GPA. We also found a moderate positive correlation between self-esteem and affiliation. The higher the adolescents'' self-esteem score, the higher their affiliation scale score was.

Our data showed that nearly half of those who had failed a grade perceived their parents' parenting style as indulgent. When combined with neglectful, 60% had failed a grade. Analysis of variance was computed for parenting style and cheating in school. Students who perceived their parents' parenting style as indulgent were nearly significantly different from the other students. Our data showed that 59% of adolescents who attended Head Start perceived their parents as neglectful or indulgent; these parents also had low educational and occupational levels.

From the current research, meeting the needs of black adolescents clearly indicates the need for parent education. Our data indicates that subjects who experience school success have peer affiliation and perceive their parents' parenting style as authoritative or authoritarian, both of which are more structured and less chaotic than neglectful and indulgent parenting styles. Therefore, peer relationships as well as structured parenting are important influences on black adolescents.

Parent educators can best address the needs of black families by recognizing the diversity within the black community. Lower SES families in our sample tended toward more chaotic parenting. Educators could explore strategies for heterogeneous black parenting and peer groups where

social modeling could evolve within the groups. Our data further suggests that parent educators

and institutions, such as Head Start, may help increase family structure by involving parents in education/jobs skills training which seemingly has the side effect of building more structure into parents' lives.

PARENT RESPONSES TO THE BIRTH AND REARING OF A CHILD WITH DOWN SYNDROME: THE APPLICATION OF ENGEL'S 3-STAGE THEORETICAL MODEL OF GRIEVING

Jenette L. Smith, Chwee Lye Chng

The transition to parenthood is complex and multi-faceted. When a child is born with Down syndrome, parents are not only adjusting to the birth of a child, they are mourning the loss of the "Perfect" child envisioned during pregnancy. Responses of parents upon the birth of a child with Down syndrome were examined, using the stage model theory of G. L. Engel as the theoretical framework. The purpose of this study was twofold: 1) To analyze the similarities and differences between parent responses to the birth and rearing of a child with Down syndrome and; 2) To document the characteristics of grieving described in Engel's 3-stage model of grieving. A questionnaire was used to assess responses from randomly chosen parent members of the Down Syndrome Guild of Dallas. Qualitative data analysis was conducted, using the methodology of triangulation.

Similarities were found among parent responses and Stages One and Two of the model of grieving; however, differences were found in Stage Three. Recommendations were based on questions answered by respondents regarding support services and interventions.

CHINESE MALAYSIAN MATERNAL CHILD REARING PRACTICES AND PRESCHOOL CHILDREN'S EMPATHY

Yit-Fong Lee, Arminta Jacobson

Forty seven Chinese Malaysian mother's nurturance and restrictiveness and their children's empathy levels were examined. Results indicated that maternal SES was a significant predictor of children's empathy. Nurturing had a positive relationship with children's empathy while restrictiveness had a negative relationship with children's empathy. Maternal SES when tested together with nurturing and restrictiveness was the most predictive of children's empathy. Findings reflect the need for schools to provide parenting programs and resources for low SES mothers.

This study investigated relationships between Chinese Malaysian mothers' level of nurturing and/or restrictiveness in child rearing and their child's level of empathy. Relationships of child gender and socioeconomic status (SES) to child rearing and child's empathy were also examined. The need to study the relationship between mothers' child rearing practices and children's empathy is important to Malaysia as it transforms from an agricultural to a semi-industrial,

modern, and urban country with a high youth crime rate. This study of maternal child rearing in relationship to empathy is important as a link to altruistic and pro-social behaviors and regulation of aggressive and delinquent behaviors.

Method

Twenty-one preschool children and their mothers were chosen from low SES families and twenty-six children and their mothers were chosen from high SES families. The children all attended preschools in Kuala Lumpar, Malaysia.

The Modified Child-Rearing Practices Report (MCRPR) (Rickel & Biasatti, 1982), translated into Chinese using the back-translation approach (Brislin, 1970), was used to obtain mothers' child-rearing nurturance and restrictiveness scores. The Borke Empathy Scale (Borke, 1971), used to measure each child's level of empathy, has been shown to yield valid scores with preschoolers in the U.S. and in Taiwan (Hoffman, 1977). A child's empathy score was based on whether he or she correctly identified the emotion, chosen from stylized pictures, a child might feel as depicted in a story.

The mothers were asked to fill out and return the MCRPR to their child's preschool. The Borke Empathy Scale was administered to the children individually at their preschools. Linear regression, Pearson product-moment correlation coefficients, and multiple regression analysis were used to analyze the data.

Results

Maternal nurturing and child empathy were significantly and positively correlated. A mother with a high score in nurturing tended to have a child with high empathy scores. Restrictiveness was negatively correlated with empathy in children. A mother with a high restrictiveness level was more likely to have a child with a low empathy score.

There was a significant positive correlation between maternal SES and nurturing level and a negative correlation between SES and restrictiveness. A mother from a high SES tended to have a high nurturing score and a low restrictiveness score, while a mother from a low SES tended to have a low nurturing score and a high restrictiveness score. A mother's SES could be used to predict her child's empathy scores. Mother's SES added significantly to the prediction of the child's number of correctly identified empathy stories above and beyond that predicted by the MCRPR nurturing and restrictiveness scores. There were no differences between boys and girls in the number of correctly identified empathy stories. Cronbach's Alpha internal consistency reliability coefficient was significantly reliable for the mothers in the study.

Implications

This study provides evidence of the importance of child rearing styles and SES in considering child rearing and a child's development of empathy. Malaysian and cross-cultural educators and counselors can be made more sensitive to child rearing practices and empathy in children and provide parent education and resources to low income parents.

WORKSHOPS

HOW TO DESIGN AND IMPLEMENT A TEEN MOM MENTOR PROGRAM

Cherly E. Czuba, Midge M. Lenihan

This workshop was designed for people interested in setting up a mentoring program. It highlighted the major components of a model teen mom mentor program and how it can be adapted to meet individual needs.

IMPLEMENTING A SCHOOL BASED RESOURCE PROGRAM: SCHOOL CLIMATE AS AN INDICATOR OF SUCCESS

Darlene Robinett, Janet Shepard

Practical Parenting Partnerships is a school-based family resource program created in Missouri as a follow-up to Parents As Teachers by the Missouri Department of Elementary and Secondary Education in cooperation with Practical Parent Education in Plano, Texas. As a family resource program, PPP encourages school, family and community partnerships and is a strengths based program. The program is voluntary and is available to families of school children kindergarten through twelfth grade.

Over seventy school districts in Missouri have implemented PPP. Some of these programs are in their fourth year. Local program facilitators are often surprised by the attendance at PPP activities. Sometimes they are fortunate enough to be surprised because attendance is large from the beginning of the program and remains so, but more often they are disappointed because parents do not attend PPP sessions the way program organizers would like. School climate has been one focus point for technical assistance from the PPP Center during the 1995-96 school year. Staff have worked with schools in regional meetings, site visits, and at other conferences helping school personnel assess the school climate or culture and examine how that climate affects parent participation at school.

This session at the Parent Education Conference focused on how to make an assessment of the school climate and explored ways to change the climate. Participants also had the opportunity to experience a unit from the PPP materials.

PRACTICAL SKILLS FOR WORKING WITH DOWN'S SYNDROME PARENTS

Jenette Smith, Chwee Lye Chng

The transition to parenthood is complex and multi-faceted. When a child is born with Down syndrome, parents are not only adjusting to the birth of a child, they are mourning the loss of the "perfect" child envisioned during pregnancy. Responses of parents upon the birth of a child with Down syndrome were examined, using the stage model theory of G. L. Engel as the theoretical framework. The purpose of this study was twofold: 1) To analyze the similarities and differences

between parent responses to the birth and rearing of a child with Down syndrome and; 2) To document the characteristics of grieving described in Engel's 3-stage model of grieving. A questionnaire was used to assess responses from randomly chosen parent members of the Down Syndrome Guild of Dallas. Qualitative data analysis was conducted, using the methodology of triangulation.

Similarities were found among parent responses and Stages One and Two of the model of grieving; however, differences were found in Stage Three. Recommendations were based on questions answered by respondents regarding support services and interventions.

PRIMARY PREVENTION: TEACHING CHILDREN TODAY THE PARENTING SKILLS THEY WILL NEED TOMORROW

Dr. Janet Pozmantier

"Primary Prevention: Promoting Mental Health in the Next Generation" is a program developed by Houston Advocates for Mentally Ill Children (HAMIC) in 1992. The "Primary Prevention" curriculum is designed to help children understand the relationship between parenting practices and a child's mental health. Essentially, the program teaches children TODAY the parenting skills they will need TOMORROW.

Dysfunctional parenting practices often cause mental health problems such as low self-esteem, substance abuse, violent behavior, etc. in children. The term "primary prevention" means stopping something before it ever starts. The "Primary Prevention" curriculum seeks to stop abusive, destructive parenting practices from occurring in today's future parents, the result being more mentally healthy generations tomorrow.

This presentation will provide a "hands-on" opportunity for participants to learn about the curriculum. Emphasis will be placed on new program developments, such as the recently created Kindergarten-third grade component, the use of volunteers in program implementation, and results of an extensive evaluation documenting the effectiveness of the curriculum.

PARENTS AND PROVIDERS AS PARTNERS
Sharon Hirschey

The majority of parents no longer care for their children alone. Most share that responsibility with childcare providers. The Parents and Providers program offers parents and caregivers an opportunity to attend classes together on stress, self-esteem, guidance, child development, etc... and assists them in enveloping partnerships that provide consistent, positive care for children. This program has also been adapted to parents who are HIV positive and/or have children who are HIV positive and their caregivers. The class will examine the PPP program and how to structure opportunities for parents to develop partnerships. We will explore the impact of these partnerships on the development of the child.

MANAGING OUR ANGER AND FRUSTRATION WHEN WORKING WITH YOUNG CHILDREN: A RATIONAL-EMOTIVE APPROACH
Dr. Paul Zionts

Rational Emotive Therapy (RET) is both a unique philosophy of life and an effective intervention for reducing intense emotional feelings and behaviors. Conceived by Albert Ellis as a clinical technique, it has also developed into a practical classroom tool for the prevention and remediation of emotional and behavioral disorders (EBD). RET integrates the cognitive, behavioral, and emotional aspects of personality and suggests that all three must be regarded in order to modify disturbance.

Rational Emotive Therapy is a theory and strategy that may be used to help individuals combat extremely negative feelings and behaviors. It stresses the use of behavioral and emotive modes to affect the individual's cognition. RET examines the basic philosophical underpinnings of human nature. This is reflected in the differences between rational, preferential, flexible and tolerant philosophies as opposed to irrational, mustubatory, rigid, intolerant and absolutistic philosophies (Ellis & Dryden, 1987). RET is behavioral, but only in that it employs "Behavioral techniques mainly as a means of abetting deep-seated philosophical changes rather than mainly as symptom-removal methods" (Ellis, 1973, p. 8).

The purpose of RET is to help individuals learn to deal with serious emotional problems. "RET is not designed to help...solve current presenting practical problems, but rather to reduce extreme levels of (anger) rage, anxiety, and feeling down (depression) which prevent the young person - or make it harder - from figuring out how to overcome a specific problem" (Bernard, 1990, p 295). Non-disturbed emotions are characterized by annoyance, aggravation and disappointment. Further, it "...posits qualitative differences between disturbed or inappropriate emotions and non-disturbed, appropriate emotions. Non-disturbed appropriate emotions lead to functional behavior" (DiGuiseppe & Bernard, 1990, p. 270).

RET can be utilized for personal, professional growth, as a classroom-therapeutic or as a problem solving intervention. It has been found to be effective in helping students work on their emotional

and behavioral problems. This can be accomplished through the use of teacher-student or teacher-group "counseling" and/or structured classroom lessons. RET can be effective as a mental health program for parents, teachers and their students. Many of the pressures of parenting and/or teaching can result in stress or burnout. By implementing RET, individuals learn to identify and work on their own feelings and beliefs that may be negatively contributing to their own mental health and ultimately, their classroom teaching. Also, implementation will serve as reinforcement of RET principles.

RET embodies psychology, philosophy, and education. It is psychological in that it examines how thoughts cause emotional problems; it is philosophical in that it suggests that the individual's view of life strongly influences emotions; and it is educational in that it provides a model that shows how people can mange their problems.

LAUGHTER: A BAROMETER OF CHILDREN'S HEALTH
Maureen T. Mulroy

Have you ever wondered why kids laugh at the things they do? Have you ever been the unwitting straight man for a group of 7 year olds? Have you ever encountered a phenomena called "group glee"? If you said yes to at least one of these questions then this workshop is for you! Through the use of a variety of techniques, participants will discover: why laughter is an intrinsic part of good health; the psychological significance of children jokes; and ways of encouraging children's humor. Participants must check scowls and serious demeanor at the door.

PARENTING PEOPLE: STRATEGIES FOR EFFECTIVE PARENTING
C. Annette FitzGerald, Elizabeth Salsedo

The purpose of this workshop was to familiarize parent educators with a model parent education program. *Parenting People: Strategies for Effective Parenting* was developed by the University of Connecticut Cooperative Extension System Parenting Team in response to an expressed need for a quality, research driven curriculum which uses adult education methodology. It was designed to be effective with diverse audiences. Through a series of guided activities, participants critically analyzed the *Parenting People* methods, materials and curriculum.

REACHING AND TEACHING PARENTS IN TRANSITION: STRATEGIES FOR SUCCESS IN SHELTER SETTINGS
Cathy Malley, Mary Ellen Welch

This presentation was designed to provide parent educators with the information and skills needed to conduct successful parent education programs with parents living in a shelter setting. This could include parents in domestic violence and homeless shelters, halfway houses, prison release, recover and reunification programs. Participants will have the opportunity to review a model program which has been successful in a variety of transitional settings in Connecticut.

SUPPORTING PARENTS DURING CRISIS

Ruth Ann H. Ball

The objective of this workshop was to share communication strategies that work with parents who have experienced the loss of a child through an unexpected event. By modeling appropriate communication strategies which have been used with parent groups, a facilitator can successfully create a strong support group through listening, questioning, and restating feelings.

Irregardless of what type of parent group one is working with, using appropriate communication strategies will enhance sharing of the pain and begin the healing process. A goal of parent education is to build and support strength within families so that the positive outcomes build resiliency within the family. In our violent world, building resiliency is critical to getting through the hard times.

"MOM, YOU JUST DON'T UNDERSTAND!!" A DEVELOPMENTAL PERSPECTIVE OF EARLY ADOLESCENTS: THEIR NEEDS, CONCERNS AND THE PARENT-CHILD RELATIONSHIP

Alberta Johnson

The early adolescent years (9-13) comprise a developmentally unique period in the lifespan in that so many profound changes occur in so short a span of time. Dramatic physical, physiological, social, emotional, cognitive and environmental changes necessitate that young adolescents redefine who they are and how they relate to their world. For example, the developmental shift from a child-like to a more adult-like physique requires that the child accept these changes and adopt appropriate sex role behaviors. Most of the developmental changes are rapid and irregular with females undergoing transformation two years ahead of males.

Mounting evidence suggests that the transitional years between childhood and middle adolescence constitute a particularly vulnerable period in life. The transition from elementary to junior high school highlights this period for many children, and unfortunately a drop in grades and self-esteem is also common following this school transition. This is especially true for a majority of girls. Parental support is critical during junior high school because a large number of students never make it to high school.

"Am I normal?" is a common self-question of deep concern as early adolescents become preoccupied with the pubertal changes in their bodies. Dieting skyrockets among girls. Characteristic of most young adolescents is a type of self-consciousness (i.e., response to the imaginary audience) plus the belief that their own emotions, dilemmas, and such, are truly unique and have never been experienced by others, certainly not one's own parent! And thus, many parents hear the lament, "Mom, you just don't understand!!"

Besides assuming that their feelings are unique, early adolescents begin to develop a belief system which is potentially very dangerous and in fact characterizes adolescence in general. Adolescents typically believe that they themselves are invulnerable to harm and are immortal, regardless of any risks they may choose to undertake.

Of paramount importance for young adolescents is the need for approval of their peers. Generally speaking, the peer group serves a positive, socializing function and does not replace parents. Nevertheless, parent-child communication typically declines as early adolescents emotionally distance themselves from parents, particularly during the height of pubertal growth; conflict increases somewhat, especially over daily matters. Communication between parent and child during the early adolescent years can be critical and needs constant maintenance to keep the channels open.

Between the ages of 9 and 13 years, tremendous cognitive or mental growth occurs, or at least there is the capacity for a quantum leap in cognition. The thinking level of young adolescents advances to an abstract level allowing them to think more deeply and to consider possibility and ideals--an ideal world, an ideal government and an ideal parent! Children now realize that their parents are not perfect but instead have faults. All too often they are quick to criticize and point out flaws of their parents, who typically react in a defensive manner which may further weaken the parent-child communication pathway.

Early adolescent is a time of profound change as the individual moves falteringly out of childhood into adolescence. Despite the numerous negative influences in contemporary society, this does not have to be a transition punctuated by risk-taking and/or anti-social behaviors. Early adolescent is a period of impressive capabilities and enormous cognitive potential; it is a time for parents and other adults to emphasize positive youth development as a strategy to prevent problems which plague many adolescents of all races and socioeconomic groups. However, adults must first understand developmental changes and be able to effectively communicate with the early adolescent within their realm of influence.